

**Excellence in Public Buildings Committee**

**DSA Advisory Board**

**Minutes of Meeting**

**Tuesday, August 31, 2004**

Department of General Services  
Executive Dining Conference Room, First Floor  
707 3rd Street  
West Sacramento, California

**Committee Members Present**

Charles Higuera, Chair  
JoAnn Koplin, Vice Chair  
Kerry Clegg  
Kurt Cooknick  
Bob Dyson  
Ken Francis  
Lowell Shields

**Committee Members Absent**

Rogério Carvalheiro  
Stephanie Gonos  
Gary McGavin

**DSA Staff Present**

Stephan Castellanos, State Architect  
Mary Ann Aguayo  
Richard Conrad  
Susan Georgis  
Elena Tarailo

**Others Present**

Dennis L. Dunston, HMC Architects  
Rick Parks, Stafford, King, Wiese Architects  
Franz Steiner, VBN Architects

1 **Call to Order**

2 Committee Chair Charles Higuera called the meeting to order at 9:30 a.m. Participants  
3 took turns introducing themselves.

4  
5 Mr. Higuera asked everyone to identify themselves before providing their input for  
6 transcription purposes.

7  
8 Mr. Higuera noted the last meeting of the committee was in October of 2002. He  
9 explained that the committee has been unable to meet since then because of the state  
10 budget crisis and meeting restrictions.

11  
12 **Review Meeting Minutes of October 29, 2002; Assess Current Status & Relevance of**  
13 **Follow-Up Items**

14 Mr. Higuera said that at the last meeting, the committee was attempting to define its tasks  
15 and plan future activities. He drew attention to the meeting report for a summary of the  
16 issues discussed at the October 29, 2002 meeting.

17  
18 **Introduction to the DSA Advisory Board and EIPB Committee**

19 Mr. Higuera said that when State Architect Stephan Castellanos came to DSA, he  
20 reconstituted and expanded the Field Act Advisory Board to create the DSA Advisory  
21 Board. He noted the Board has 19 members, including architects, school district and  
22 community college representatives, and people with expertise in the construction industry  
23 and fire life safety.

24  
25 Mr. Shields reported that the Board is also seeking a charter school representative. He  
26 said the group has evolved into a stakeholders group rather than just a technical body to

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1 provide advice to DSA. He noted the DSA Advisory Board has seven committees dealing  
2 with various issues. Mr. Shields added that one of the key components Mr. Castellanos  
3 introduced was the Excellence in Public Buildings (EIPB) Initiative, an effort to improve the  
4 quality of design and construction of public schools.

5  
6 Mr. Higuera said the EIPB Committee is an extension of the work DGS and RESD are  
7 doing with other public buildings. Mr. Shields noted DSA's voluntary excellence program  
8 was created to broaden the knowledge base and educate both design professionals and  
9 end users about the benefits of incorporating best practices and excellence in their work.

10  
11 Mr. Higuera commented that EIPB encompasses a wide range of issues, including the  
12 selection process, art in public buildings, quality assurance, program planning, design,  
13 operation and maintenance, construction, energy efficiency, and commissioning.

14  
15 Mr. Richard Conrad, who spearheaded the work on commissioning, said his charter team  
16 produced a strategic plan for DGS to incorporate commissioning in public school  
17 construction projects. In addition, he said the charter team conducted training sessions on  
18 commissioning with CASH and worked on pilot projects with the California Energy  
19 Commission.

20  
21 Mr. Shields noted that several subgroups within DGS made significant progress before the  
22 state budget constraints affected their work. Mr. Bob Dyson recalled that one of the  
23 committee's goals was to present some tangible end products at the 2003 CASH  
24 conference.

25  
26 Committee members expressed an interest in knowing what work products had already  
27 been produced and agreed it would be helpful to discuss with Mr. Castellanos when he  
28 arrives what his intentions are for the future.

### **Summary of Excellence Project Assistance to Date**

30  
31 Ms. JoAnn Koplin said that over the past couple of years, she met informally with DSA staff  
32 to try to move some of the key ideas forward. Using the DGS format as a basis, the group  
33 created an outline that was more tailored to school issues.

34  
35 Ms. Koplin distributed copies of a flow chart created by the Los Angeles Unified School  
36 District (LAUSD) to identify the steps in the school development process. She noted the  
37 flow chart illustrates how complex the process is, from planning through construction, and  
38 to point out the multiple tracks that need to be followed to complete a school construction  
39 project in a timely fashion. She said the flow chart was revised to point out the process that  
40 all schools go through in California, and drew attention to the resulting "School  
41 Development Flow Chart" document.

42  
43 Ms. Koplin observed that the next step was to try to color-code and customize the chart so  
44 it could be applied to different types of projects such as modernization, adaptive reuse, and  
45 sustainability. However, she said that process grew too complex for a single document.  
46 Ms. Koplin recommended that DSA develop a web-based tool with an index and menu of  
47 items that users could click on to access information pertinent to their specific type of  
48 project.

49  
50 Ms. Koplin reported that the informal group began identifying topics for the index and then  
51 recruited volunteers to draft articles on each subject. She said about a dozen articles on  
52 various aspects of school construction have been completed so far. She noted the working

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1 group then discussed target audiences and tried to determine how best to address each  
2 audience. Ms. Koplin said the idea was presented at the last CASH conference, but it will  
3 take considerably more effort to complete all the work required. She added that the task  
4 seems quite overwhelming.

5  
6 Ms. Koplin suggested that the committee review what has already been done, look at what  
7 others have done, and then decide how best to proceed. She also welcomed guidance  
8 from Mr. Castellanos as to what DSA feels would be most productive.

9  
10 Mr. Higuera emphasized that the purpose of this project is to provide assistance to  
11 affected parties interested in applying excellence to their projects. He pointed out that  
12 school districts need a source of funding to provide incentives to encourage incorporation  
13 of excellence.

14  
15 Mr. Dennis Dunston commented that the first step should be to define what “excellence”  
16 means. He noted the meaning may be different for architects and engineers than it is for  
17 school board members or school district representatives. Mr. Dunston pointed out that  
18 excellence can be viewed in terms of design, performance, sustainability and energy  
19 efficiency, or maintenance. He added that incorporating excellence in these areas does not  
20 necessarily increase costs.

21  
22 Mr. Higuera questioned whether school districts believe there is a correlation between  
23 excellence in design and construction with excellence in student performance.

24  
25 Mr. Kerry Clegg noted the field of school construction in California has reached a crisis  
26 stage because costs of construction have increased far more than what state bonds cover.  
27 He said this has resulted in focusing on how to get as many students as possible seated in  
28 a teaching environment that is adequate to meet their needs, while keeping costs as low as  
29 possible and maximizing the amount of state funds received. He pointed out that from this  
30 perspective, excellence means meeting a minimal standard of decency.

31  
32 Ms. Koplin observed that the concepts of “decency,” “excellence,” and “adequacy” have  
33 different meanings for different people.

34  
35 Mr. Clegg noted most school districts have a vision of a learning environment that includes  
36 energy efficiency, sustainability, and art, but that vision differs considerably from the reality  
37 of budget constraints.

38  
39 Mr. Clegg said he thought the purpose of the committee’s work was to create a manual with  
40 advice for school districts about how to approach excellence in a step-by-step manner. He  
41 suggested outlining some kind of hierarchical method that can be incorporated to a greater  
42 or lesser degree depending on funding availability. He noted demonstrating the long-term  
43 value of excellence will help convince people, and recommended working with the  
44 legislature to create incentives and provide funding.

45  
46 Ms. Koplin agreed and said the committee’s working group began focusing on defining a  
47 step-by-step process to help school districts maximize what they can accomplish. She  
48 noted that in looking at some school projects, it became apparent that there was a lack of  
49 efficiency and a higher cost associated with poor planning and unclear goals. For that  
50 reason, the group decided to focus on maximizing efficiency by assisting districts in making  
51 the right decisions at the right time to use scarce resources in the wisest way.

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1 Mr. Kurt Cooknick suggested that the committee look at the California Performance Review  
2 (CPR) report for some worthwhile ideas about improving efficiency.

3  
4 Mr. Dunston commented that one of the problems has been the pressure placed on school  
5 districts to hurry up and get in line for funding. As a result, good planning goes by the  
6 wayside. Even though more funds are available now, people are still in that crisis mode  
7 and need to be re-educated so they turn their focus to good planning. Mr. Dunston agreed  
8 with Mr. Clegg that school districts are still interested in excellence in design, but they need  
9 to refocus on that goal.

10  
11 Mr. Dunston added that his district recently recruited a new assistant superintendent of  
12 business services, and the candidates interviewed for the position varied widely in their  
13 range of knowledge about the school construction process. He emphasized the need to  
14 provide much more training in all aspects of school construction, from acquiring property to  
15 siting a building to planning a building and going through the DSA approval process.

16  
17 Committee members agreed, and suggested working with CASH, CASBO, and other  
18 organizations to develop a long-term training program for school district representatives.

19  
20 Mr. Cooknick commented that AIA has been working with OSHPD to develop a best  
21 practices handbook for architects with all levels of experience. He recommended that DSA  
22 consider developing a similar guidebook for the school construction field.

23  
24 Mr. Cooknick added that one recommendation in the CPR report talks about approving  
25 programs rather than buildings as a way of streamlining the whole process.

26  
27 Mr. Dunston advocated focusing more on pre-design planning. He agreed that streamlining  
28 the process would be helpful.

29  
30 Mr. Higuera said he was not surprised to hear about the variations in competency and  
31 knowledge levels of school district representatives. He suggested the committee might be  
32 able to play a useful role in imparting a reasonable amount of education to keep key  
33 decision-makers aware of important problems and issues. He expressed his opinion that  
34 these people should be able to demonstrate a certain level of competency before entrusting  
35 them to spend money. Mr. Higuera recommended establishing some kind of certification  
36 program for school board members, business representatives, and facilities managers to  
37 assure a basic level of knowledge and competence.

38  
39 Mr. Clegg said the California School Board Association (CSBA) has an extensive training  
40 program that includes a module on school finance and construction. He agreed that school  
41 board members need to be trained to oversee school construction projects and handle  
42 finances competently. Mr. Clegg observed that there should be a well-defined, step-by-  
43 step flow sheet showing the entire school construction process, and suggested CSBA could  
44 assist in developing the materials.

45  
46 Mr. Dunston talked about existing training and certification programs offered by the  
47 Association of California School Administrators (ACSA) and UC Riverside and  
48 recommended using the UC Riverside program as a model.

49  
50 Mr. Franz Steiner said that when he first became a board member for a nonprofit  
51 organization ten years ago, he developed a loose-leaf binder handbook to orient new board  
52 members. He noted a handbook can serve as a "leveling" agent by providing basic

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1 reference materials, historical background, goals, and information on how the organization  
2 does business, as well as web-based links for additional information. He suggested that  
3 DSA publish a guide for school board members and school district representatives.

4  
5 Ms. Koplin commented that the committee had been working in that direction. She noted  
6 the information could take the form of a series of pamphlets or a binder of downloadable  
7 materials from the web and expressed support for this concept.

8  
9 Mr. Shields proposed defining what DSA should be advocating. He said OSPHD's best  
10 practices manual, mentioned by Mr. Cooknick, was intended to address timing issues with  
11 the hospital permit process. He suggested asking Mr. Castellanos for guidance as to  
12 DSA's role and how far DSA's reach should be extended.

13  
14 Mr. Ken Francis said he thought Mr. Castellanos' goal was to provide easily accessible  
15 resource information for DSA's clients. He noted it would be helpful to point out pitfalls and  
16 provide advice about how best to proceed.

17  
18 Mr. Dunston recommended developing summaries of information applicable for different  
19 players, such as board members, facilities managers, and school district representatives.

20  
21 Mr. Shields cautioned that the committee should develop a work plan and strategy to  
22 identify and address the top priorities first.

23  
24 Ms. Koplin proposed using the existing index and collection of articles as a starting point.

25  
26 Mr. Dunston asked whether OPSC and CDE should be involved in the process. Ms. Koplin  
27 said they are participating and working on some of the articles.

28  
29 Mr. Higuera commented that the committee's challenge will be to impart some basic  
30 knowledge and guide the target audiences to resources to flesh out their understanding.  
31 He proposed starting with the selection process. Mr. Shields pointed out that the budgeting  
32 process occurs before selection.

33  
34 Mr. Shields expressed his opinion that most school districts hire competent design firms.  
35 He said the problem may be defining what architects are supposed to do, and raising the  
36 bar on that process. He suggested that the approach of focusing on the scope of services  
37 might be more productive than focusing on the selection process. Mr. Shields commented  
38 that uninformed owners often fail to articulate their expectations to designers in the early  
39 stages of their projects.

40  
41 Committee members noted that the selection committee often has no definite idea of what  
42 they should be looking for. Mr. Cooknick observed that best practices guidelines would  
43 help in that respect.

44  
45 Mr. Francis recommended providing guidance to school districts about how to define their  
46 expectations.

### **Overview and Status of "Excellence in School Buildings" Project**

47  
48  
49 Ms. Koplin provided an overview of the index and materials organized so far. She said the  
50 informal team first looked at the "big picture," creating an overall outline of the design  
51 process. The next step was determining the nature and direction of the project, such as  
52 modernization, new construction, adaptive reuse, high-performance, community-centered

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1 school, charter school, joint-use facility, community college project, etc. Ms. Koplin said  
2 master planning was the next issue, noting that process depends on the needs of the  
3 building. After that, funding is addressed, which entails an analysis of life-cycle costing,  
4 identification of all costs, and finding funding sources. She noted site selection, educational  
5 specifications, community involvement, and determining what type of experts need to be  
6 hired follow after that.

7  
8 Ms. Koplin said the committee then began identifying and filling out issues that come up at  
9 each step.

10  
11 Mr. Dunston commented that the first step should be defining excellence. He noted each  
12 district needs to define exactly what excellence means to them so their projects can be  
13 organized to meet those goals. He pointed out that the specific steps under each phase  
14 will depend on the definition of excellence.

15  
16 Mr. Shields recommended drafting a primer to help districts define excellence and apply  
17 excellence to each part of the process.

18  
19 Committee members observed that the overall scheme does not have to be linear. Ms.  
20 Koplin pointed out that all the steps she described take place before actual design and  
21 construction. She noted the final phases involve occupancy and the close-out process.

22  
23 Ms. Koplin commented that it would be helpful to connect each activity to a timeline so  
24 districts are aware of all the steps and their relationship to each other. She said having an  
25 overall flow chart with a timeline will help ensure that no important steps are left out.

### **State's Role in Advocating and Ensuring Excellence in Design and Construction of Public Schools**

26  
27  
28 Mr. Shields emphasized the importance of dispelling the notion that excellence is more  
29 costly. Mr. Clegg recommended using pilot projects to demonstrate the value added by  
30 excellence. Committee members talked about providing incentives, possibly through  
31 legislation, to encourage school districts to raise the bar.

32  
33  
34 Mr. Dunston pointed out that life-cycle costing is a good way of showing districts how much  
35 they can save in the long run.

36  
37 Mr. Steiner suggested that DSA might be able to play a role in terms of providing incentives  
38 through regulation.

39  
40 Mr. Cooknick recommended equating quality of facilities to enhanced learning and  
41 educational value. He said there has been research showing the links between good  
42 facilities and educational performance.

43  
44 Mr. Shields questioned whether people will be willing to incorporate excellence without  
45 some sort of mandate, and cited manufacturing of energy-efficient cars as an example. He  
46 noted that if constituents demand excellence, school districts may be more willing to  
47 comply.

48  
49 Mr. Dunston said people in the community need to voice their concerns to their school  
50 boards.

51  
52 Mr. Clegg agreed, and advocated more public education. He pointed out the importance of

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1 showing the link between excellence in school buildings and excellence in student  
2 performance. Instead of focusing on poor maintenance and unsanitary conditions in  
3 schools, as has been done in past school bond campaigns, he recommended creating  
4 positive models that others will want to emulate.

5  
6 Mr. Cooknick proposed working through PTA's.

7  
8 Mr. Dyson noted DSA needs to identify its target audience, whether school boards,  
9 members of the public, or school district representatives. He said inexperienced project  
10 managers can thwart excellence because they tend to view projects from a scheduling  
11 perspective only. He recommended working with a particular target group.

12  
13 Mr. Higuera suggested that the committee focus first on what school board members need  
14 to know, then identify issues that pertain to business officials, and then address the  
15 concerns of project managers and facilities directors.

16  
17 Ms. Koplin noted the flow chart could be tailored for these three different target audiences.

18  
19 Mr. Shields proposed starting with a primer or executive summary for school boards, and  
20 then compile a set of best practices for other stakeholders.

21  
22 Ms. Koplin recommended depicting the information in a graphic form like a flow chart. She  
23 said the informal group talked about creating a chart for each chapter and identifying  
24 questions that should be asked at each step of the process. Mr. Clegg commented that in  
25 addition to raising questions, it would be helpful to provide guidance in terms of what the  
26 answers should be.

27  
28 Mr. Steiner noted that Denmark and Sweden view schools as integral parts of their  
29 communities. He suggested raising the question for school districts so they begin to think  
30 about the role they want their schools to play in their communities.

31  
32 Mr. Dunston said CEFPI just finished rewriting their planning manual, which includes many  
33 good ideas regarding planning. He suggested reviewing their work as a resource, and  
34 offered to provide a copy to the group at the next meeting.

35  
36 Mr. Francis observed that there seemed to be a consensus among committee members  
37 that school boards need further guidance. He said project managers also need to be  
38 educated, and suggested developing materials geared to that target audience as well. He  
39 noted it would be helpful to provide regular updates at CASH, CASBO, and CSBA  
40 conferences to keep people informed of current developments.

41  
42 Committee members talked about the tendency of school boards to micromanage  
43 construction projects.

44  
45 Ms. Mary Ann Aguayo said she envisioned the committee's work product as a web page  
46 "skeleton" upon which materials can be built.

47  
48 Ms. Koplin noted the committee should not attempt to reinvent the wheel, but should try to  
49 use materials already developed by others.

50  
51 Mr. Dunston suggested drafting a synopsis of key points from the OPSC handbook, for  
52 example, and then referring the reader to web links for further information.

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Ms. Koplin proposed that the committee think in terms of three possible target audiences: school boards and superintendents, project managers and design professionals, and the public. Mr. Dyson suggested narrowing the committee's focus to the audiences that can make the biggest difference.

After some discussion, the committee agreed to start with materials geared at school board members.

Mr. Clegg noted there is a growing trend toward constructing joint-use facilities and school-community partnerships. He recommended providing web-based information for school partners as well as school board members.

Mr. Steiner said the community college system created an interactive web site that describes each step from the beginning to the end of a construction project. He noted a group of volunteers developed the site under the general direction of a webmaster. He suggested using the community college's work as a model.

Ms. Koplin suggested identifying the next steps needed to move this project forward. She proposed assigning specific tasks to individual committee members.

Mr. Dunston recommended holding a one- or two-day work session to define the scope of the project and identify the components. Once the overall outline is established, tasks can be assigned to individual people or small work groups.

Mr. Steiner commented that it would be helpful to have a webmaster oversee the effort.

Mr. Dyson questioned whether DSA has the resources to handle the work in-house or the funds to hire a consultant.

Mr. Higuera cautioned against the committee taking on more work than it can complete.

Ms. Agayo said DSA has a web site manager. Once the work plan is defined and mapped out, she noted that person can probably provide some assistance.

Mr. Shields suggested using the outline of topics described by Ms. Koplin as a starting point for organizing the web site. He recommended that committee members review the topics, provide feedback and suggestions after the meeting, and then try to tackle one category to determine the level of documentation and types of materials needed. Committee members expressed support for this approach.

Ms. Koplin noted that Mr. John Vester is in the process of compiling articles and documents created over the past year to develop a reference library. She suggested making use of those resources.

Ms. Koplin recommended limiting articles to no more than about three pages per section, including graphics. She suggested including the author's name as a byline to provide an incentive for contributing. She distributed a sample article on finding project funding.

Mr. Shields proposed developing a template and then establishing small work groups to work on specific topics. He said writers should focus on excellence and keep their materials as simple as possible. He recommended not trying to educate the audience on



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every facet of a construction project, but instead just concentrate on advising how to incorporate excellence at each stage of the process.

Committee members agreed to use Ms. Koplin's outline of topics as a starting point. Ms. Koplin expressed support for the idea of holding a one- or two-day facilitated workshop session to launch the effort.

At 12:00 noon, the committee took a lunch recess. Mr. Higuera reconvened the meeting at 1:00 p.m.

### **State Architect Comments**

Committee members welcomed State Architect Stephan Castellanos to the meeting. He reported that the committee spent the morning reorienting itself and planning future activities. He said the group decided to create a web-based resource to provide guidance to school board members, project managers, and others regarding how to incorporate excellence in school construction projects. Mr. Higuera invited Mr. Castellanos to address the group.

Mr. Castellanos said the Excellence in Public Buildings program was developed in consultation with industry representatives, architects, utility companies, state agencies, and real estate professionals to help the state learn from experience and improve public buildings. He noted that unlike most other industries, the design and construction industry has not become more productive and more efficient over time. Because of the state's enormous investment in public schools and buildings, Mr. Castellanos noted it made sense for DSA to try to wield its influence to improve quality and create a better learning environment for California students.

Mr. Castellanos acknowledged the contributions of CHPS in the field of high-performance schools, the California Energy Commission's focus on public interest energy research, and the important work done by others. He noted that in an era where there has been tremendous pressure both to build more schools and to cut costs, the state has been looking more intensely at ways of improving long-term efficiency. In response, DSA has been working with other agencies to expand its role beyond seismic safety to embrace other enhancements to the health, safety, and welfare of the students and other people who occupy public buildings.

Mr. Castellanos stated that excellence encompasses a number of key components: Better program planning, which involves setting targets, developing an efficient selection and delivery process and making wise decisions; incorporating art in public buildings and schools; quality assurance and design documentation; evaluating facility performance; creating design guidelines and standards that result in better quality; improving energy efficiency and sustainability; collecting data and applying lessons learned; and celebrating success stories.

Mr. Castellanos said the State of California will be investing about \$100 billion in its schools over the next twenty years. He observed that this creates an unprecedented opportunity for DSA to influence the face of the state's communities. He advocated working with other agencies in partnerships that involve sharing resources and exchanging information.

Mr. Higuera observed that in this climate of scarce resources, there is an increasing emphasis on the concept of stewardship. He said the committee believes the best way to direct its efforts is to target school board members and provide them with basic information

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1 and best practices to help them make wise decisions at every stage of the planning,  
2 design, and construction process. He noted that once decision-makers understand the  
3 long-term benefits of excellence, it will be easier to promote excellence within the ranks of  
4 people like facility managers, design professionals, and members of the public.

5  
6 Mr. Shields commented that in the absence of mandates, advocacy is critical. He added  
7 that this belief is what led the committee to target decision-makers first.

8  
9 Mr. Castellanos encouraged the committee to work with CASH, CASBO, CSBA, AIA,  
10 school districts, and other groups to develop a broad-based consensus regarding  
11 excellence. He recommended creating a living document, posting it on-line, soliciting  
12 feedback, and sharing information and experience about best practices. He supported the  
13 concept of evidence-based decision-making and expressed his appreciation to the  
14 committee for undertaking this effort.

15  
16 Mr. Steiner said he felt quite encouraged and impressed with the committee's discussions  
17 today.

18  
19 Mr. Shields emphasized the importance of creating a meaningful product that has value for  
20 decision-makers and Mr. Castellanos agreed.

21  
22 Mr. Clegg noted one good way of demonstrating the value added by excellence would be to  
23 provide incentives. He welcomed assistance from DSA and the legislature in terms of  
24 funding and resources. Mr. Castellanos offered his support and advocacy. He noted the  
25 legislature and Department of Finance rely on data and evidence to justify expenditures,  
26 and encouraged the committee to build as much data as possible to support the value of  
27 excellence.

28  
29 Mr. Castellanos said he was encouraged by the recent *Williams* decision because it  
30 provides DSA with an opportunity to develop a broad database on the condition of  
31 California schools. He expressed his hope that this database will eventually lead to a  
32 facility management and assessment program that will allow strategic purchasing and  
33 sourcing decisions to target the most needy school districts. He added that this approach  
34 can definitely benefit the 2,500 lowest-performing schools in the state and can then be  
35 applied to all schools.

### **Meeting Summary/Next Steps**

36  
37  
38 Mr. Higuera said the committee plans to hold a one- or two-day work session to start  
39 fleshing out the materials that need to be developed for school board members. Mr.  
40 Castellanos offered to arrange for a facilitator to work with the committee at that workshop.

41  
42 Ms. Koplin recommended inviting representatives from the design community and school  
43 community to participate. She said the workshop will help the committee organize its tasks  
44 so specific articles can be assigned to small groups or individuals.

45  
46 Committee members agreed it would be helpful to hold the work session in conjunction with  
47 the DSA Advisory Board quarterly meeting on October 7 and 8 if possible.

48  
49 Ms. Koplin proposed that the committee review and comment on the topics in her outline.  
50 She noted the three target audiences are school board members, and ultimately, project  
51 managers and members of the public.

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Committee members agreed that Category 1 of the outline, the “Big Picture” section, should consist of an executive summary of the entire process.

Ms. Koplin identified three basic types of advice that should be provided in this section: 1) how to use the book; 2) what the target audience needs to know; and 3) getting started. She proposed beginning with the overall process flow chart, and then providing an explanation of the purpose of each topic.

Committee members noted it would be helpful to include a link to a glossary of terms.

Participants talked about moving Category 2, “Directions,” under Category 3, “Planning,” or combining it with Category 6, “Educational Specifications.” After some discussion, the committee decided the best approach would be provide separate lists of new directions in facilities and new directions in education. Committee members decided that Category 6, “New Directions in Education,” should become Category 3 so it follows immediately after Category 2, “New Directions in Facilities.”

The committee reviewed and discussed the next category, “Master Planning.”

Ms. Koplin said she had to leave and asked participants to provide her with their email addresses and send further comments to her after the meeting.

### **Public Comments**

There were no members of the public who wished to address the committee.

### **New Business**

There were no items of new business brought to the attention of the committee.

### **Next Meeting**

Participants decided to meet again at a workshop session in conjunction with the October 7 and 8 quarterly meeting.

### **Adjournment**

Mr. Higuera thanked everyone for their participation. There being no further business, the Excellence in Public Buildings Committee meeting was adjourned at 3:15 p.m.

### **Follow Up Items:**

1. Secure a meeting facilitator to conduct a one- to two-day work session to define the scope of the Excellence in Public Schools project, components, product(s), next steps, etc., and possibly conduct the session in conjunction with the 10/7-8 quarterly board meeting. The committee determined the first target audience should be school board members.
2. Mr. Dunston offered to provide a copy of CEFPI’s newly revised planning manual to the committee at its next meeting.
3. Mr. Castellanos encouraged the committee to work with CASH, CASBO, CSBA, AIA, school districts, and other groups to develop a broad-based consensus regarding excellence. He recommended creating a living document, posting it on-line, soliciting feedback, and sharing information and experience about best practices. He supported the concept of evidence-based decision-making.

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4. In reviewing the draft outline, committee members provided their suggestions to improve the outline by rearranging various categories of the outline reviewed at the meeting. (See "Meeting Summary/Next Steps").
5. Meeting participants were encouraged to send any additional comments following the meeting to Ms. Koplin.